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THE MASSACHUSETTS RIGHT TO READ EFFORT

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EVALUATION

1974 - 1975

Municipal Consultants Incorporated

*EVALUATION REPORT
OF THE
MASSACHUSETTS
RIGHT TO READ EFFORT*

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November, 1975



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SECTION 1

INTRODUCTION

This report was prepared at the request of Dr. Joseph Tremont, State Director, The Massachusetts Right to Read Effort.

As an evaluation report, it is sketchy. An evaluation design should be prepared in advance of the commencement of a project and data regularly provided the decision makers for feedback. Further, the evaluator should have the opportunity to design instruments for data collection and build the necessary hypotheses making more or less definitive statements about the accomplishment of the project objectives.

This report was requested in August, 1975, to cover the school year 1974-75. Source for all information was the project folders of information for each Right to Read site, collected by the State Right to Read Director. It should be clear that this report is made up of self-reported information and has a dearth of objective (especially) data.

The report attempts to address the question of the impact of the Right to Read effort on local educational agencies. The major goal of the Right to Read effort for 1974-75 was stated, "to develop within local educational agency's Right to Read Directors, the necessary leadership and change agent skills to assist their school system to build a reading program which meets the New England Consortium Criteria of Excellence and thereby achieve the National Right to Read goals." In this attempt, the report addresses five topics: Compliance with the Local Educational Agency-State Educational Agency contract, contribution of the

State advisory council and In-House task force, training, Impact assessment, and state level evaluation. With the introduction and conclusion, this makes up the seven sections of the report.

The evaluation design for the 1974-75 year is included as Appendix A. Not all aspects of the design are included in this report due to change of evaluator subsequent to the completion of the year. Specifically, IIC and IID required surveys which were not conducted and IIIA, the final report, required a breakout of consortium trained and locally trained LEA's which was not possible from the data available.

SECTION II

COMPLIANCE WITH CONTRACT

The Massachusetts Right to Read contract for cooperating schools consists of eight basic charges. These eight points asked the involved communities to take an active role in the Right to Read program. The emphasis of the contract is to place the burden of Right to Read on the participating schools with the state director and New England Consortium as active advisors.

THE CONTRACT

The board of education of the Local Education Agency known as _____
_____ hereby agrees to those conditions enumerated below relative to
participation in the Massachusetts Right to Read effort.

1. Support the operational plan as defined in "Goals and Objectives of the New England Consortium Right to Read Program" and the "Massachusetts Associate Plan of Action", and acceptance of the services as provided to the Local Education Agency through the Right to Read effort.

Such services shall include:

- A. The preparation of a L.E.A. reading director through an instructional program involving a minimum of thirty days throughout the year.
- B. Direct assistance to the L.E.A. through the S.E.A. reading directors and the L.E.A. reading director in evaluating the current reading program and in recommending changes throughout the year.
- C. Direct assistance during the period of program implementation and refinement, and
- D. Direct assistance in total program development throughout the year.

2. Adopt a formal resolution affirming reading as a priority in the local education program.

3. Authorize the establishment of a L.E.A. Right to Read Advisory Council, and an In-House Task Force, with a recognition of the part that each of these groups can play in the education process.

4. Designate an individual as the reading director of the L.E.A. with the support necessary to execute the responsibilities inherent in such a designation.

5. Release the L.E.A. director to attend all training sessions conducted as a part of the New England Consortium and/or the Massachusetts Associate Right to Read effort.

6. Complete a progress report on objectives accomplished during each phase of the program.

7. Give consideration to all reasonable requests on matters relating to the Right to Read effort.

8. Recognize that remaining in the Right to Read effort is dependent upon continuing Federal funding of the Massachusetts Right to Read effort at the state level, as well as the completion of the New England Consortium for the Right to Read and/or the Massachusetts Association for the Right to Read goals as contained in the two plans of action.

Article 1 of the contract contains the essence of the Right to Read effort. The "Goals and Objectives of the New England Consortium" consist of eradicating ninety-nine percent of illiteracy in children under sixteen and ninety percent in persons over sixteen by 1980.

It is toward this goal and the twenty-six statements of the "Criteria for Excellence" that most of the participating school systems have geared their Right to Read program.

The individual Right to Read sites were enthusiastically receptive of services provided by both the State and the New England Consortium. The Right to Read L.E.A. directors took part in eight conferences during the year. They were:

University of Rhode Island.....	August 4-16
Boston, Mass.....	September 30
Springfield, Mass.....	October 30
Fitchburg, Mass.....	November 12-14
Fitchburg, Mass.....	December 10-12
Hyannis, Mass.....	March 13
Fitchburg, Mass.....	April 2-4
Fitchburg, Mass.....	May 1-2
Boston, Mass.....	June 11

All L.E.A. directors were dedicated to the program. Attendance at these meetings was good and service provided by Dr. Tremont was beneficial to individual sites programs.

Article 2 of the contract was approved by all LEA sites. One site commented that reading had always been a priority.

In accordance with Article 3, the local sites authorized the formation of a Right to Read Advisory Council but few of them actually became functioning

organizations. There seemed to be a question at both the state and local level as to the duties and function of advisory council. Many sites are prepared for their councils to be more active in the 1975-76 year.

A director was designated at all sites in compliance with Article 4. Larger sites already had qualified personnel in their system to assume the director's duties. Their time spent on Right to Read averaged from 15% to 25%. Smaller sites had more of a problem filling the director's position and the time they spent on the Right to Read decreased to near 10%. One director of a "smaller site" felt that she did not have the backing of her administration to effectively conduct the Right to Read program.

As required by Article 5, all Right to Read directors were given released time by their local school systems. Some directors could not attend certain sessions because of previous commitments.

All local directors completed both bi-monthly activity forms and a periodical progress report in accordance with Article 6. These are on file at the State Office of Education.

Assessment of Article 7 compliance indicates that site directors seem to be very open to all aspects of Right to Read at both local and state level.

In reference to Article 8, from the first introductory letter sent from the state director to the local sites, all parties were aware the Right to Read was an action program, not a money program. Local sites were well prepared for this aspect of Right to Read and addressed themselves to developing within the Right to Read guidelines without quarrels about funding. All sites were granted

reasonable fund requests (average \$1100.). No single site received inappropriate funding. Both large and small sites were equally funded.

The local sites were aware of and obedient to the terms of the contract. Data shows that Dr. Tremont's personal commitment to the Right to Read program and his interest in each and every site was an extremely active factor in the program's success.

SECTION III

RIGHT TO READ ADVISORY COUNCIL AND IN-HOUSE TASK FORCE

R During the 1973-74 school year, the first year of the Massachusetts Right to Read effort, the Advisory Council and In-House Task Force operated as two separate organizations. Upon the suggestion of a consultant, Director Tremont combined the two groups into one task force charged with recommending to him the kinds of reading programs it would like to see implemented in the Commonwealth. The resulting committee was called the Massachusetts Right to Read State Advisory Council and In-House Task Force. This group consisted of twenty-six members selected from all areas of the Commonwealth. The Council was made up of nineteen educators, one attorney, two students, two parents, one director of public affairs, and one city planner.

The Advisory Council was formed in November of 1974 and met in December, January, March, May, and June. In March of 1975, one member resigned due to relocation. Another member resigned in July due to "apparent direction of the movement."

Function:

The Massachusetts Right to Read plan of action for the second year makes no mention of the duties and/or goals of the Advisory Council and In-House Task Force. As a result the first two meetings were spent analyzing a variety of roles the committee could assume. At the third meeting (March 3, 1975), Director Tremont enlisted the aid of a facilitator from M.I.T. to aid the Council in developing into a task oriented organization. As a result of this meeting, the Council undertook the development of "a one page list of "principles for reading program"; Appendix B, Principles of Reading, was the resultant product of this committee.

SECTION IV

TRAINING

The Massachusetts Right to Read training sessions were geared primarily toward the establishment of a strong group of LEA directors. The training itself, and the contacts made by the participants, aided in the establishment of viable local leaders who could effectively promote the cause of Right to Read at the local level.

A questionnaire was developed to (1) assess how effective the training sessions were in creating change agent skills needed to improve reading instruction within the local school districts, and (2) obtain the participant opinions of the quality of the summer session activities.

The questionnaire was divided into three parts. Parts I and II contained a series of objective questions which focused on the participant's perception of the organization of the sessions' activities, the quality of the

presentations, and an assessment of philosophy concerning teaching and learning reading programs. Part III asked for indications of strengths, weaknesses, and impact of the specific training session.

Results of the questionnaire are on the following pages.

NOTE:

The following tables have been scored to reflect the numeral "4" as the most positive and the numeral "1" as the least positive response, disregarding the scoring instructions in Part III. For example, in Part 1, Item 1, "Strongly Agree" equals "4"; in Item 2, "Strongly Disagree", also equals "4".

PART I

GENERAL EVALUATION OF THE MASSACHUSETTS
RIGHT TO READ TRAINING SESSIONS

Directions: Listed below are a series of statements pertaining to the staff development activities of the Massachusetts Right to Read training sessions just completed. Please reflect upon the staff development activities in which you participated. Then respond to each item below by indicating the extent to which you agree or disagree with the statement as it pertains to the overall staff development activities of Massachusetts in-state training sessions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
1. The purposes or objectives of the training session activities were stated clearly.	5	12	3	1		21	3.0
2. There was too much structure in the training session activities.		3	17	1		21	3.0
3. There was considerable agreement between the announced purposes or objectives of the training session activities and the material covered.	1	17	3	1		21	3.0
4. In my opinion, I feel I have attained the objectives of the training session.	4	13	3	1		21	3.0
5. The speakers were well prepared for each presentation.	9	10	1	1		21	3.0
6. The speakers were genuinely concerned with the impact of the session on the participants.	14	7				21	4.0

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
7. The speakers made an effort to become actively involved with participants.	10	10			1	21	3.5
8. My discussions with other participants in the training session were usually beneficial.	13	8				21	4.0
9. Throughout the training session I felt free to ask questions and to express my opinions.	12	8	1			21	4.0
10. I feel I have put a great deal of thought into the material presented during the training session.	6	13	1	1		21	3.0
11. The training session has stimulated my interest in the topics covered.	8	13				21	3.0
12. My personal objectives for attending this training session were not achieved.	1	4	12	3	1	21	3.0
THE MASSACHUSETTS STAFF DEVELOPMENT TRAINING SESSION HAS-							
13. provided me with new leadership skills.	1	16	3	1		21	3.0
14. provided training which will enable me to function better as a change agent within my school system.	2	14	4		1	21	3.0

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
15. Improved my ability to assess and diagnose reading problems on a district-wide basis.	3	7	9	2		21	2.0
16. exposed me to better techniques for organizing teams to study crucial reading problems within my school system.	1	18	2			21	3.0
17. Improved my ability to communicate with school personnel	3	11	6	1	1	21	3.0

PART II

AN ASSESSMENT OF THE EDUCATIONAL PHILOSOPHY OF TRAINING SESSION PARTICIPANTS

As a result of participation in the Right to Read staff development training session you have been exposed to a variety of concepts and techniques concerning teaching and learning. It was anticipated that you would evaluate these concepts in light of your previous educational preparation and experiences and then either totally or partially integrate into your educational philosophy those concepts which you felt would benefit the teaching-learning process specifically as it relates to the reading program in your school district.

Your responses to the subsequent statements about various teaching-learning practices will facilitate an assessment of the impact of the training session activities. When responding to these statements, indicate how strongly you feel that the practice specified SHOULD or SHOULD NOT be implemented in your system's reading program by circling one of the following responses. There are no correct or incorrect answers; please respond on the basis of your personal educational philosophy.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
1. Students should be permitted to progress at their own unique rates of learning.	17	4				21	4.0
2. Students should be tested on the content of the material presented in class.	3	13	3		2	21	3.0
3. Students should be provided with the opportunity to select from learning materials aimed at a variety of difficulty levels.	14	4	3			21	4.0
4. Students should be provided with behavioral objectives to guide them in their learning.	7	12	2			21	3.0

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
5. Students should be provided with the opportunity to select from Instructional media of all types for learning.	7	10	4			21	3.0
6. Learning materials should be organized to help students relate themes, generalizations theories, principles, and concepts to the structure of what they are studying.	13	8				21	4.0
7. There should be a specified sequence of learning activities which all students must follow.	2	6	8	4	1	21	3.0
8. Students should be allowed to follow alternative paths in their learning sequences based on their personal interest and motivations.	6	10	4	1		21	3.0
9. Instruction should be planned to help students to increase subgly value self-responsibility.	15	6				21	4.0
10. Students should have at their disposal textual materials written at different reading difficulty levels.	18	3				21	4.0
11. Games and/or simulation techniques should be incorporated into the learning activities employed by students.	17	4				21	4.0

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	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
12. When planning instruction, provisions should be made for individual differences in students' reading abilities.	19	2				21	4.0
13. Students should be given the opportunity to use inquiry, discovery, and inductive procedures in their learning activities.	17	4				21	4.0

PART III

STRENGTHS, WEAKNESSES AND IMPACT OF THE RIGHT TO READ TRAINING PROGRAM

The following section has been included to assess to what degree the Right to Read training session has achieved its objectives. In addition, your responses to the subsequent list of objectives will provide necessary and important feedback enabling more efficient planning for staff development activities for Massachusetts LEAs this year. It is important that you respond to each statement in terms of how confident you feel regarding the implementation and/or carrying out of these objectives in your district's reading program.

Directions: Circle the number which best describes how strongly you agree or disagree that the objective has been met.

- 1 -- If you STRONGLY AGREE that the objective has been met to your satisfaction.
- 2 -- If you AGREE more than you disagree that the objective has been met.
- 3 -- If you DISAGREE more than you agree that the objective needs clarification and additional training would be beneficial.
- 4 -- If you STRONGLY DISAGREE that the objective was not achieved and a training session devoted to this objective is necessary for implementation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
1. Describe the history, philosophy, and overall objectives of Right to Read	11	9		1		21	4.0
2. Present the Criteria of Excellence: its origin, its purposes, and the various uses which are made of it.	5	15	1			21	3.0
3. Demonstrate ability to use change agent skills:							
a. communication skills	5	12	4			21	3.0
b. problem solving skills	2	14	5			21	3.0
c. brainstorming techniques	4	15	2			21	3.0
4. Write performance objectives	5	9	7			21	3.0
5. Direct the conduct of the LEA needs assessment:							
a. provide leadership for the local adoption of the needs assessment instrument	4	16	1			21	3.0
b. present the adopted instrument to those who will complete it.	6	15				21	3.0
c. organize the distribution, collection, and tabulation of the data.	6	12	3			21	3.0
6. Select, organize, and provide leadership for the local Task Force.	4	16	1			21	3.0
7. Assist in selecting and work with the LEA Advisory Council.	2	17	2			21	3.0

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	TOTAL	MEDIAN
8. Identify and describe the parts of the plan of action:							
a. prioritizing the needs	8	12	1			21	3.0
b. stating the objectives	4	16	1			21	3.0
c. writing the time line	4	12	5			21	3.0
9. List the public information possibilities in his own community.	3	14	4			21	3.0
10. Describe the roles of the state director and the LEA director.	3	15	3			21	3.0
11. Describe continuous progress and identify the problems involved in implementing it.	6	10	3		2	21	3.0
a. developing objectives	4	14	2		1	21	3.0
b. criterion-referenced testing	7	10	4			21	3.0
c. record keeping	7	10	4			21	3.0
d. classroom management	4	13	4			21	3.0
e. evaluation	5	11	3	2		21	3.0
12. List and describe briefly at least twenty different strategies for conducting staff development.	4	8	9			21	3.0
13. Identify the aspects of evaluation: local, state	1	9	10	1		21	2.0

Some written comments reflecting on the training sessions are shown below:

Strengths:

"people involved very serious and sincere"

"caliber of training leaders exceptional"

"having all these people together on a twenty-four hour basis was a fantastic pool of talent, knowledge, experience from which I absorbed like a sponge"

"Dr. Oliver Niles and her presentations"

"willingness of State Directors to assist with individual needs and questions"

"informal get-togethers with other LEA's to exchange ideas and problems"

"chance to share experiences and plan with other LEA directors"

"printed material distributed at each meeting was invaluable"

"no personal financial demands"

"knowledgeable speakers - well prepared"

"making contact with other people in the field"

"I am now a change agent"

"real training in leadership techniques"

"The New England Consortium was very flexible in scheduling"

Weakness:

"the lack of opportunity for members to relax and discuss ideas among themselves"

"too much paperwork"

"the fact that no one felt capable of handling "Evaluation" when Dr. Tremont was stricken - are the consortium directors that one-sided?"

more time should have been spent on needs assessment and plan of action"

"Before the program is drawn up, an analysis of the specific needs of the participants could be made and included in the activities."

"the time limits were unrealistic"

"more feedback from us"

"too general - too trite"

"didn't consider individual differences in respect to knowledge of change agent skills; all got the same dose regardless of expertise or lack"

"Saying something would be copies and made available, when it wasn't."

"meeting could have been more structured to directly meet the expressed needs of the participants"

"presented plan of action sheet too late in program"

"need more time to discuss local needs and specific problems involved"

"too much material pushed into too few days"

"not knowing the objective or the rationale behind actions was very frustrating"

"never finishing a task once it was begun"

There appears to be a high degree of satisfaction with the training which was provided. Some people will always pick out positive aspects and praise them; others look for negative aspects. It might be interesting to note that five of the twenty responders (one-fourth) did not feel that

they had achieved their personal objectives. Future training might attempt to more clearly assess personal objectives and attempt to satisfy them. Also, more than half - eleven of the twenty-one - did not agree that they had improved their ability to assess and diagnose reading problems. This is a technical problem which often appears in evaluation of reading programs.

Within the realm of needing more training - Part II of the questionnaire - most topics participants generally agreed that the material was sufficiently covered. My impression is that they feel saturated with the history and philosophy of Right to Read. Two areas where there is evidence of added training needed, however, are strategies for conducting training and evaluation.

SECTION V

IMPACT OF RIGHT TO READ

From the material available to this writer, it is hard to determine the impact of Right to Read for 1974-1975.

Certain conclusions can, however, be drawn:

1. Dedicated leaders are involved and dedicated to Right to Read.

This should foster community and school awareness of the program.

2. Twenty-one of the sites were actively involved in Right to Read with good staff, administration, and student support.

3. The goals and objectives of Right to Read received a great deal of attention state-wide. Rationale behind the program became public knowledge.

4. Many sites put into action the reading philosophies they had always held. One director commented that "with state involvement the administration had been forced into action."

5. 15,799 students and 697 teachers were directly involved with Right to Read. (See Appendix C)
6. Staff development was undertaken at many sites.
7. Where Right to Read was active, reading took on a continuance aspect in grades K-12.
8. Parents and community members became a more vital part of the reading programs. They acted as tutors, listeners, planners, and doers.
9. Needs assessments were started in all sites and were finished in some.
10. Good communication existed between Dr. Tremont and his local directors.
11. Many diverse members of the school community became involved in the reading program. Reading became a part of all academic areas.
12. All L.E.A.'s obtained an overview of reading problems in other sites.

SECTION VI

EVALUATION AT THE STATE LEVEL

This portion of the report deals with two topics as described in the evaluation design (Appendix A); compliance with the New England Consortium and fulfillment of role by SEA director.

The information on which this section is based was obtained from the 1974-75 proposal, the 1974-75 performance report, the 1975-76 proposal, review of materials at the state office and conversations with the state director, Dr. Joseph Tremont.

Compliance with the New England Consortium

The New England Consortium for the Right to Read indicates their general goals on page 3, Focus in Excellence, November, 1973. In interpreting compliance to include performance of the tasks listed: (1) Designation of reading as a top priority; (2) Appointment of a local Right to Read director; (3) Establishment of a local advisory committee; and (4) Adoption of the NE Consortium criteria of excellence; and further, (5) The New England Consortium views a program of staff development as the key to achievement of the criteria.

The Massachusetts program has met all of these conditions. Further, the state director has been active in the consortium in planning, training, and providing technical assistance. Evidence of compliance is best illustrated through the contract which each LEA must sign in order to participate in the state Right to Read program. (See Section II) The contract calls specifically for tasks 1-3 and a commitment for the staff development, task 5.

Task 4 is evidenced through the needs assessment in which each participating district was involved.

The active role of the state director in the New England Consortium is well documented in the consortium reports. He has attended every meeting, helped to plan conferences for local advisory councils and LEA directors, and assisted other New England SEA directors in training and planning. That training was done this year in-state rather than entirely through the New England Consortium was a purely economic decision. The shortage of and high cost of fuel was a major reason for confining training to the State of Massachusetts.

Fulfillment of Role by SEA Director

The State Educational Agency Director viewed his role in eight parts, namely:

1. Confer with Commissioner and state administrators to define goals and set time-tables.
2. Become familiar with programs and progress at each site. Meet with LEAs, confer with individuals within LEA, and specify written reports to be submitted.
3. Act as a resource person to support the local education agency. This involved talking with local citizen groups, teachers, and administrators.
4. Propose ways of alleviating difficulties LEA directors may have in meeting goals and timelines. Having authority to change goals or timelines.
5. Resource person in disseminating information on state, consortium, and national developments in Right to Read.
6. Communicate future plans to local educational agencies.
7. Work confidentially with local educational agencies on matters sensitive to a particular LEA.
8. Assist local educational agencies to develop articulated plans for staff development and to select priorities for immediate attention.

Every evidence exists that the state director has well fulfilled his role. Goals and timelines have been set (See Appendix D) and correspondence exists within the state office of education to indicate that coordination has taken place. Comment after comment within the local educational agencies files indicate that every LEA director is confident that the state director is aware of the programs and progress at each site, has acted as a

resource, proposed solutions to problems and difficulties, and assisted the LEA directors to plan for Right to Read within their district.

While this assessment is subjective, objective evidence exists within the files to verify that the Massachusetts state director for Right to Read is a leader who has made every effort to make the program successful for those agencies electing to participate.

SECTION VII

CONCLUSIONS AND RECOMMENDATIONS

This evaluation report is short. It appears unnecessary to repeat obvious conclusions stated within the various sections. This section will attempt to report summary conclusions followed by a very few specific recommendations. Any repetition will reflect only a perceived high degree of significance of the topic.

Conclusions

Continued participation in the New England Consortium appears to be highly beneficial to the state program.

Clarification of the role and responsibilities of local advisory councils are urgently needed by LEA directors if these groups are to be formed and useful to the local districts.

Not all "Reading Directors" felt that they had all of the support necessary from their administrators to carry out their program as required by the LEA/SEA contract.

Site directors at all LEAs appear to have a positive attitude and clear understanding of the Right to Read program.

Though it was slow in starting, at least one specific task was accomplished by the State Advisory Council and In-House Task Force. The task of listing a set of "Principles of Reading" is viewed as a step toward establishing leadership in the state.

It would appear that training has been well done and most training objectives appear to have been met. Some directors felt that the training did not always meet their personal objectives and there were indications that training in strategies for conducting local staff development and aspects of evaluation was inadequate.

The state level appears to have fully supported Right to Read and has utilized the consortium resources to gain more benefit for the program than was specifically allocated to the state. There can be no doubt but that the personality of the state director, Dr. Tremont, has been a powerful force in making the program successful.

In summary, Right to Read has made an impact on the education within funded districts in Massachusetts.

Recommendations

Through the technical assistance of the New England Consortium it should be possible to locate a model for organizing and developing task assignments for local advisory councils. Such information on activities of successful advisory councils might be found useful to local directors.

Consideration should be given within future training activities to providing more information on the strategies of staff development and on aspects of evaluation. Further, future training sessions might focus some portion of the training on meeting the expressed objectives of the participants.

Finally, consideration should be given to providing for a formative evaluation. Regular and planned feedback to the decisions makers might be useful and a summary of formative evaluative reports would constitute the final summative evaluation required under the Federal guidelines.

APPENDIX A

EVALUATION DESIGN FOR THE MASSACHUSETTS RIGHT TO READ EFFORT

1974 - 1975

I. Evaluation for the organizational aspects of the Right to Read effort.

A. State Level

1. To assess the extent to which the State has complied with the New England Consortium for the Right to Read requirements.
2. To assess the extent to which the State Right to Read Director has fulfilled his duties.
3. To determine the contribution of the State Right to Read Advisory Council and In-House Task Force.

B. Local Level

1. To assess the extent to which the local educational agency has complied with the terms of the SEA/LEA Right to Read Contract.
2. To assess the extent to which the local Right to Read Director has fulfilled his duties.
3. To determine the contribution of the local Right to Read Advisory Council and In-House Task Force.

II. Impact of the Right to Read Effort on local educational agencies.*

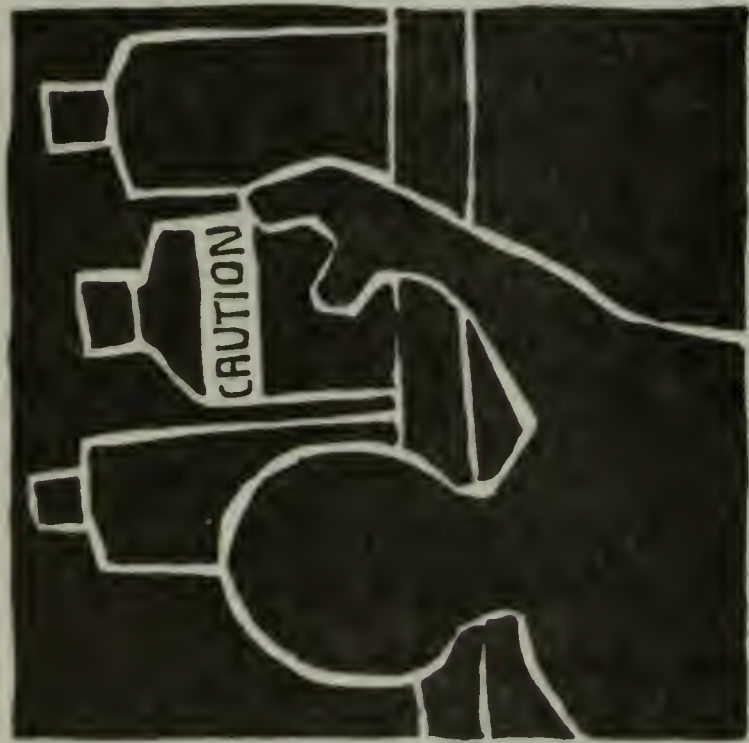
- A. To determine the extent to which Consortium and State training programs have developed the leadership and change agent skills of LEA Directors as well as the extent to which these skills have been utilized to affect changes at the local school district level.
- B. To determine the extent to which local Right to Read staff development activities have achieved program objectives.
- C. A questionnaire to Task Force and Advisory Council members asking them to comment on their structure, role, and impact and to ask them for any suggestions as to how they would increase and/or improve on their contributions to the Right to Read effort at their school district and in their community.

- D. Telephone interviews of Charter LEAs will be conducted in order to gather information on their second year activities (A description will be included in the final evaluation report.)

III. Final Evaluation Report

- A. The final evaluation report will include the findings from information obtained from the state and local educational agencies to be submitted in two sections. Section one will refer specifically to New England Consortium trained LEAs and section two will refer to LEAs trained within the Commonwealth of Massachusetts.

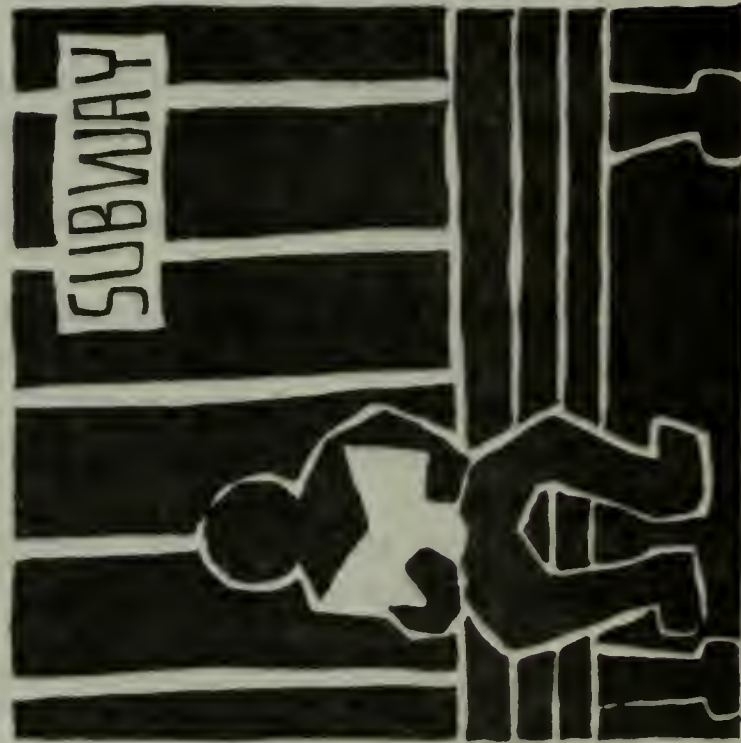
* Note that the major goal of the Right to Read Effort for 1974-75 is to develop within LEA Right to Read Directors the necessary leadership and change agent skills to assist their school system to build a reading program which meets the New England Consortium Criteria of Excellence and thereby achieves the National Right to Read goals.



Massachusetts Right to Read Statement of Principles:

Reading is survival.

You probably won't die if you can't read, but you also won't get very far without it. To live with today's modern technology and everyday problems, you need the kind of knowledge and understanding that reading can give you. Discover the sort of person you want to be. Shape your own life. Find a job you'll really like. Reading can do it. Without it, you are the one who loses out.



Everyone can learn to read.

It doesn't matter who you are, what language you speak, what your economic status is, or how old you are. If you were born with a head, you have the right to read. Everyone should have access to fine instructional materials and to teachers who have the humanity and expertise to teach you efficiently. Reading is a must for everyone.

The teacher is the key ingredient.

The teacher makes the difference between success or failure. A method can't work miracles by itself, but a good teacher can. Keeping teachers abreast of the best techniques is only part of the job. The teacher must be able to release professional talents and use them creatively with each student. A teacher's awareness of the personality of each learner ensures a productive relationship between them. Right to Read wants to help make better teachers to do a better job.



You and your community make it work.

Without the support of the entire community, there will still be failure. The community must make reading a leading priority. If parents won't read and demonstrate an interest in reading, can children be expected to? If a community won't support new reading opportunities, how can a reading program survive? Children learn a lot from their parents. Parents are influenced by their community. If the parents and community are pro reading, all students will have a better chance.



Design/Susan Marsh

APPENDIX C

DEMOGRAPHIC INFORMATION

May 1975

The collection of demographic data for the Massachusetts Right to Read evaluation will emphasize current staffing patterns in reading. Since staff development is a major emphasis of this project, these data seem relevant.

The following definitions describe the particular type of information requested on the following sheet.

1. Reading Consultants - These persons spend 51% or more of their time working to upgrade the reading program by consulting with teachers, administrators, the public; organizing inservice programs in reading; supervising the reading program, etc.
2. Remedial Reading Specialists - These people spend 51% or more of their time working with students on remedial, corrective, and/or developmental reading as special teachers of reading. (Do not count regular classroom teachers.)
3. Paraprofessionals who work with students (aides, tutors, etc. -- paid or volunteer).

Grade Level	Students	Classroom Teachers	Reading Consultants (1)	Remedial Reading Specialists (2)	Paraprofessionals work with Students (3)	Full-time Equivalent	Paraprofessionals perform clerical tasks: (4)	Full-time Equivalent
K	1,177	27			4	4	1 off	1
1	1,322	55			28	28		
2	1,287	50			5	5		
3	1,288	49			5	5		
4	1,323	52			3	3		
5	1,396	53			5	5		
6	1,328	53			4	4		
7	1,440	73						
8	1,257	65						
9	1,185	54						
10	1,150	62						
11	774	52						
12	872	52						
TOTAL	15,799	697						

[illegible]

[illegible]

	Mar 19	Mar 21	Apr 2-4	Apr 10	Apr 11	Apr 18	May 1-2	May 8	May 9	May 14	May 22	Jun 11	Jun 12	Jun 18	Jun
Conference for LEA Directors			Fitch- burg				Fitch- burg					Boston			
Meetings of Task Force	Needs Prioritized		Plan of Action												
Meetings with Administrators															
In-Service for Teachers															
Meetings for In- tegration w/ Title 1															
Approval, Full-Day Release Time, by Sch. Committee .															
Report Card Committee Meetings															
Needs Assessment Survey				Plan of Action							Dr. Kester				
Advisory Committee Meetings															
Staff Development Contract (Dr. Cohen)															
Meeting w/ Super- intendents, Worcester															
Plan of Action, Completed															
Evaluation, Completed															

